

arts news

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Vietnam Teach-In

by Patrick Flaherty

A teach-in on Vietnam will be held this Tuesday, November 29th, from 12 to two P.M., in the Main Auditorium. The event is being sponsored jointly by the Liberal and N.D.P. clubs on campus. Although this is not an original concept, it is new to Loyola. The sponsors feel that this is an issue which has not been adequately discussed on this campus.

All points of view on this subject will be represented at the teach-in. The speakers will be Dr. H. Habib (Political Science), Dr. D.J. O'Brien (History), Prof. J.T. Copp (History), and Dr. R. Hinners (Philosophy), all of whom are members of the Loyola faculty. The importance of this topic is indicated by the interest shown by the faculty, and so this promises to be one of the most controversial events of the year.

Post-Teach-in comments will be appreciated; all will be welcome.

In the recent by-election for two members of the Lower House, Arts students, though only a disappointing few (see editorial), elected two new representatives: Mike Cooke and Hugh Craigen. The ARTS NEWS thought it only proper to have these two newly-elected individuals present to YOU, their constituents, their respective policy statements. First we hear from Mr. Cooke. -ed.

"You've been elected, so what do you intend to do?" This is what the editor asked me; my reply would be printed in the ARTS NEWS he warned.

My immediate goal will be to bring the Lower House to the Arts student; this I intend to do through phone calls, discussions and a concerted drive to publicize the Lower House meetings. One of my pet peaves with regard to the Lower House is that its members fail to investigate fully the issues, and thus get bogged down in trivia. My efforts will be directed toward tracking down this information and representing the opinion of the faculty of Arts through my personal contacts and the Arts Assembly.

This brings up my position with regard to the Arts Assembly. It is, I believe, a forum for the discussion of issues involving Arts students; thus giving the Arts Lower House representatives an opportunity to gather a better picture of the opinion of their constituents.

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Next follow a few words from Mr. Craigen.

During my election campaign I discovered a very significant and revealing factor in regards to the

EDITORIAL

STUDENTS, SOCIETY, AND THE COOL, CRAZY, UNCOMMITTED CANADIAN CAMPUS OF

THE SIXTIES

A common complaint on campuses across the country is the reluctance of students to concern themselves actively with the burning issues of the day. The term most often used to describe this is "student apathy", and more and more it is becoming apparent that the "committed" generation of the Sixties is running out of steam. Perhaps the root of the problem can be located in our conventional misuse of the term "involvement". This usage has suggested more often than not a universal desire on the part of students to lobby for certain definite objectives, and the civil rights marches in the United States have been adopted unofficially as the image of the new North American student. That image may just not apply, however, north of the forty-ninth parallel.

The unfolding of recent events in Canada as a whole have been very discouraging to those envisaging a unique role for the student in society. This does not imply that we should see youngsters rudely snubbing government dignitaries who visit our campuses, like the Harvard undergraduates who insulted Defense Secretary McNamara a month ago, nor does it involve the riots for which Berkeley has become notorious. But it does suggest an interest or ardor on the part of college youths for matters which go beyond their academic curricula or the physical dimensions of their campus. And where is this involvement in Canada?

The University of Alberta is withdrawing from the Canadian Union of Students in protest against what it considers unduly political activities on the part of CUS, namely, exerting pressure in Ottawa in the interests of student welfare. This is only one example of a general timidity apparent among student bodies. The most searing issue in fact we have encountered in recent years is the fruitless "freeze the fees" controversy, which, far from being a rallying-point for all our college youth, left the public impression that if this was indeed the cry of the younger generation, its members were truly selfish and egocentric. We have no Negro problem, for instance, in Canada, and we rest upon our self-created laurels, while the pitiable condition of our Eskimoes and Indians leaves us cold. If we want issues to inspire our students, we have them in abundance.

The need for commitment on the part of all instead of some is vital, and the problem student leaders face across the nation has been clearly seen on campus here in the past two weeks. A mere thirty-one per cent of the faculty of Arts turned out on election day to fill their Lower House vacancies; and anyone attending the talks by Douglas Ward and Robert Nelson last Monday was naturally peeved by what he saw: the Main Auditorium was almost empty.

R.C.

A R T S N E W S

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Staff: Les Detre (ta-ta), Bill Casey, Steve Sigmond, Mario Relich, Richard Jirat-Wasiutynski, Karyna Swinarska, Helene Darrisse, and many others.

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Letters to the Editor
are to be left in the Arts Society
mailbox in the S.A.C. building, or
in room 101 before Wed. 5:00 P.M..

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Loyola of Montreal

by Helene Darisse

Numbness begins to thaw

Hate, black and swampy

Oozes past the heart,

Entwines itself about the brain
Strangling the vision.

Then someone flips the switch.

Light floods the trembling mind

And laughter rings through the swamp.

I was unhappy and they offered me silver
I cried and they gave me gold.

---Can silver sing, I asked

---Can gold make you laugh?

---Sing to me I cried

And the silver did not hear

---Laugh with me, I pleaded,

But the gold saw nothing to laugh
about.

---Then cry with me or be damned,

They were silent so I cried alone.

I shut my eyes to see beauty

I blocked my ears to hear music

To talk I stilled my tongue

And I saw and I heard and I spoke.

The above two poems were written by one of the newest members of the ARTS NEWS staff, Miss Helene Darisse, a Communications Arts major. Look forward to further poems by Miss Darisse, in future issues of the ARTS NEWS. -ed.

STATEMENTS, continued

knowledge of the Lower House held by the students. Because a countless number of students were uninformed as to the function, place and time of Lower House meetings (this not being entirely their fault); I hope to be able to initiate advance notice for the student body, regarding the upcoming meetings.

I will work to the best of my ability in direct conjunction with the student body as a whole, and more specifically the Arts Assembly. This Assembly, in my opinion, is the panacea for ills generated by the lack of representation of the Arts faculty on the Lower House. Arts, after all, constitutes over half of the student body. It is preposterous that the four Arts representatives to the Lower House can adequately represent 1,474 Arts students. Though this Assembly, the problem will be somewhat alleviated because there will be a more direct contact between the Arts representatives to the Lower House and the Arts students. The Arts Assembly will act as a liaison between the two parties.

I would like to extend my deepest gratitudes to my campaign committees and the students who voted for me in the House elections.

If any of the readers have questions to ask of their representatives, and would like written public replies, The ARTS NEWS would be glad to print both question and answer. -ed.

NOTES ON "PROGRESSIVE" EDUCATION

by Les Detre

Professor Eliseo Vivas has pointed out that, "Dewey and his disciples would substitute an education for 'modern man' which instills in the pupil an idolatry towards scientific method and contempt for the achievements of the past, thus fitting him to yield uncritically to thorough mechanization of his life."

An overestimation of man's potentiality underlies some basic attitudes of certain "progressive" educationists. Questions of first and final cause are regarded outside the scope of education, therefore confining it only to intermediate causes; and, these belong to the subject matter of science. All education becomes science-orientated. Since industrialism is the child of applied science, this education fits only into the industrial order. So, education simply reinforces the premises of our industrial age.

Another consequence of this unrestrained attitude towards man's capabilities is one of moral anarchy. Man, it is said, can conquer nature. The fault lies not in him but in his environment. Defect is not in the nature of man but in the finiteness of creation. The real evil in the universe cannot be imparted to him. Man's impulses are good, and there is no ground for restraining him for anything which he wants to do. Thus the whole system of ethics becomes man-centred, and there is no sanction above men to which anything can be appealed. What man wants is considered right and it is what, with the aid of science, he is allegedly going to get.

Because human nature is so good, our attitude towards authority knows little limit. Human nature is not constrainable, and eventually, laws and traditions are not to be respected. In the name of the liberty of the individual to follow his naturally good impulses, institutions and traditions are unceasingly attacked.

The much advertised concept of equality, as propounded by the so-called progressives, has an interesting implication. Because all men are equally good, no one is entitled by superior goodness to stand in authority. There are no higher degrees of virtue which authorize some individuals to lay down the rules for others.

It seems that the "progressive" educationist takes empirical man, arrives at a type through averaging, and then proposes this as what man ought to be. The descriptive becomes the prescriptive.

Richard Weaver (the author of "The Ethics of Rhetoric") has written, "this belief in the natural goodness of the child and the rightness of spontaneous expression leads the progressivists! assault upon virtually all forms of authority and discipline in the classroom. They proceed on the assumptions that fear is never a good thing and that authority must produce fear." This assumption can be termed a convincing half-truth. Although authority may lead to fear, it can also be a comfort and a confirmation. Furthermore, not all fear is bad (i.e. fear of varieties of danger).

Therefore in conclusion, we can agree with Mr. Weaver that in the name of democracy in the classroom, the teacher becomes merely a coordinator of a meeting and no longer a pedagogical authority with commission to instruct. The unlearned become the instructors and the instructors slaves of mediocrity.

This is the third installment of the ARTS NEWS' series on education.